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ABSTRACT

The Kansas Volunteer Tutor Utilization (KV-TUTOR) project was undertaken to explore some of the possibilities of using volunteer tutors in adult basic education (ABE) programs. A volunteer structure was developed at 16 local ABE programs throughout the state. KV-TUTOR actively promoted these volunteer systems by contacting (through letters, phone calls, and visits) ABE directors and area coordinators to demonstrate how their programs could benefit by using volunteers to extend existing staff and by assisting ABE directors in selecting and training volunteer managers. The new volunteer coordinators received intensive training at a 2-day volunteer management workshop (in such areas as planning and evaluating, screening and recruiting, training, motivating, and managing conflicts), and onsite and/or small regional group training sessions were held to familiarize tutors with the characteristics of adult learners, the language experience approach, sight words and phonics, and goal setting and lesson planning. The State Library of KV-TUTOR provided an 800 telephone number for use in statewide recruiting efforts, and many libraries developed locations to serve low-level or nonreading adults by providing them with high-interest, low-vocabulary books. Individual program managers were required to summarize their programs' activities and to complete volunteer/student time reports. Overall program statistics, individual program summaries and statistics, the KV-TUTOR statement of purpose, and a fiscal report are appended. (MN)

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KANSAS VOLUNTEER TUTOR UTILIZATION: TRAINING OF RESOURCES (KV-TUTOR)

FY86

FINAL REPORT

submitted to

KANSAS STATE DEPARTMENT OF EDUCATION

Division of Educational Services

Postsecondary Administration Section

by

Continuing Education, USD #259
324 No. Emporia
Wichita, Kansas 67202
(316) 265-8666

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AN OPEN LETTER FROM KV-TUTOR DIRECTOR

FACT: Millions of U.S. citizens reach adulthood as functional illiterates.

Unable to comprehend what is read creates a harsh reality for the functionally illiterate. In the event of accidental poisoning, for example, the ability to read the antidote on a bottle of household cleaner could mean the difference between life or death. Another survival skill example--filling out a job application form--may mean selection for a job and off welfare dependence. Illiterates on their own have little hope to break the cycle of illiteracy for themselves or their families. Some feel there is a better way but don't know how to go about restructuring their lives. Most are comfortable and accept their condition as did their parents and their parents and their parents. . .

As a nation, we are just beginning to realize the problem. What, you may ask, can be done to help BREAK the cycle of illiteracy--especially in this era of budget cuts? One answer is to recruit volunteers to tutor one-to-one low level students. When a volunteer acts as a mentor first, a special bond is created and an environment for learning is developed. Volunteers, through their freewill offering to help, bring something to the illiteracy problem that cannot be purchased. Please don't think that because you're working with volunteers there is no COST. No matter how small or large the volunteer program, there is no shortcut to success.

KV-TUTOR FY84-86 explored some possibilities and implemented volunteer use in existing Adult Basic Education (ABE) programs. At first, the process was a little like being in the same boat with Christopher Columbus. Columbus didn't know exactly where he was going when he started, but he did have a plan. When he got there, he didn't know he'd discovered a new land, and when he got back he didn't know the value of his discovery. Likewise, ABE programs felt uneasy in the exploration of a new territory, but sixteen programs had a plan. Now that the 310-project is completed, it is hoped that Kansas ABE realizes the many values of volunteer use.

Staff and volunteers should be encouraged to be patient as changes are adapted to their program. Regarding change, Sydney Harris, columnist, said that people are uncomfortable with change. They love and hate it at the same time. They want things to get better, but they want them to stay the same, too.

At the inception of KV-TUTOR, reactions to the development of new ABE volunteer programs were the following questions:

1) "Why have an elaborate system to manage volunteers?... just get some people and put them to work helping low level students."

2) "Won't it be more trouble than it's worth?", and

3) "What will be the payoff?"

Would you increase the number of your staff and just expect them to know their tasks? Would you give them training and support? Would you want feedback from them as to ways to eliminate waste and improve service? When developing a volunteer program, please don't underestimate volunteers. Treat volunteers as nonpaid professionals and it will reinforce their commitment as valued members of your team. It's important that volunteers feel their efforts have value and that your attitude towards them is professional. You're management style will adjust according to each persons needs.

A literacy program cannot afford to think of its volunteers as merely social beings. 'Social' is used in the sense that volunteer tasks are viewed as unimportant or trivial in the overall scheme of ABE. It is vital to student-success that volunteers be reliable and understand that there will be consequences for behavior that does not comply with program rules and regulations. Treat volunteer time and effort with value and the payoff to your program will be hundreds of quality contact hours with low level students that otherwise would have been a burden to an already overloaded staff.

KV-TUTOR programs shared the following volunteer management techniques:

1) developed goal(s)/objectives/and a plan of action,

2) included staff and administration in the program development stage,

3) identified a volunteer coordinator,

4) used formal and/or informal evaluation,

5) oriented volunteers and provided training and support for basic reading, ESL tutors, and support volunteers, and

6) provided some kind of recognition for volunteers and staff.

Illiteracy affects a tremendous number of lives but is a problem that can be 'cured'. A difficult problem, it's a lot like trying to eat an elephant. You can't eat him in one big bite, but bit by bit eventually the elephant is history. Volunteers matched with adult students can work one-to-one (bit by bit) and help lessen the hold of illiteracy on lives.

Adult students wanting to be functionally literate can link with someone 'just for them' who has training, patience, creativity, and a support system. A volunteer's zest to help a student can quickly dissipate if there's no support system. I cannot stress enough the importance of a strong support system that volunteers, as well as staff, can depend upon as they continue to work with low level students. For all the good intentions, a volunteer program cannot survive the long haul without adequate preplanning, ongoing assessment and flexibility.

To develop a strong support system, I recommend that you use some sort of management technique. The alternative is a short-lived literacy program and more Americans falling through the cracks of education. In the long run it's just too high a price to pay.

NOTE: July 1, 1986 KV-TUTOR links with the State Library of Kansas to continue the development of volunteer and literacy systems through public libraries with the cooperative effort where possible of adult education programs and local media. For more information please call or write the following:

Vikki Stewart
KV-TUTOR/PLUS
Bradford Memorial Library
611 So. Washington
El Dorado, Kansas 67042
(316) 321-3363

Vikki Stewart
KV-TUTOR Project Director
June 19, 1986

310 PROJECTS: EVALUATION

PROJECT IDENTIFICATION: DATE: 6-20-86

1. TITLE OF PROJECT: Kansas Volunteer Tutor Utilization: Training of Resources (KV-TUTOR)

2. SPONSORING AGENCY/ORGANIZATION: Continuing Education, USD #259

3. ADDRESS: 324 No. Emporia, Wichita, Kansas 67202

4. PROJECT DIRECTOR: Vikki Stewart

5. FUNDING:

   a. 310
   b. Project Has Received Funding for: 1 yr. 2 yrs. {3 yrs.}
   c. Current Amount of Funding: $37,000
   d. Funding Period: 7-1-85 through 6-30-86

   PROJECT DESCRIPTION: Implementation project of a statewide volunteer tutor project in 1984-85

6. PROJECT OBJECTIVES: (Please List the Objectives For This Project)

   I. Facilitate the development of a volunteer structure in each of 15 or more local ABE programs identified as project participants,

   II. Assist in the identification of a person to manage volunteers and a backup person for each participating program,

   III. Provide at least one eight-hour management training inservice for persons identified as responsible for management of volunteers,

   IV. Provide volunteer tutor training for 20 managers and their backup using Literacy Volunteers of America (LVA) Reading Workshop,

   V. Facilitate the recruitment and training of 200 volunteers, and

   VI. Provide additional training as needed for volunteer managers and/or tutors.

7. PROJECT OBJECTIVES: (Desribe the major objectives that were accomplished/attained by this project)

{ Objective #1 }

The following sixteen ABE programs requested participation in KV-TUTOR:

Emporia,
Ft. Scott,
Garden City,
Great Bend,
Independence,
Iola,
Kansas City, Kansas,
Leavenworth,
Manhattan,
Newton,
Ottawa,
Overland Park,
Pittsburg,
Salina,
Topeka, and
Wichita.

{ Objective #2 }

KV-TUTOR actively promoted volunteer systems by:

a. sending letters, telephoning, and visiting ABE directors and area coordinators to demonstrate how their program could benefit by using volunteers to extend existing staff, and

b. assisting ABE directors in the selection and training of volunteer managers.

{ Objective #3 }

Nine participants attended a two-day volunteer management workshop in Wichita in November, 1985. New volunteer coordinators/ABE directors, representative of the State Library and the Kansas Adult Education Specialist attended the conference. The object of the management training was to demonstrate how to successfully integrate a volunteer system with existing ABE program. Participants received the KV-TUTOR Volunteer Coordinator Manual and intensive training in the following areas:

1) planning and evaluating,
2) screening, interviewing, recruiting and tutor training, and
3) motivating, conflict management and listening skills.

{ Objective #4 }

KV-TUTOR provided tutor training to program managers as requested either on-site or in small regional groups. The three-hour workshop had an intended audience of volunteers unfamiliar with adult student techniques. The following components were presented:

a) characteristics of the adult learner,
b) LVA Language Experience Approach,
c) LVA Sight Words, Word Patterns, and Phonics, and
d) LVA student goal setting and tutor lesson planning.

{ Objective #5 }

The State Library of Kansas provided an 800 telephone number for use in statewide recruiting efforts by print, television and radio media. Volunteer programs in the second year had system implementation and were capable of a recruitment effort. New programs initially developed a simple structure before an elaborate recruiting effort could take place. All programs recruited students and adults in a cycle. The end of the school year saw a drop in both numbers.

{ Objective #6 }

Additional support and contact is made through efforts such as developing a cooperative grant for KV-TUTOR projects through the State Library. Public libraries and local ABE programs had the opportunity to apply for $1000 per location to purchase high interest/low-level literacy material for both libraries and ABE centers. In most cases, the volunteer program kept materials they ordered and the local library staff was oriented to adult students. Many libraries developed locations to serve the low-level/nonreading adult students using high interest/low-level books. It was hoped that the grant would be a catalyst for a stronger relationship between ABE programs and their public libraries.

8. EVALUATION PROCEDURES/PROCESS: (Please provide a summary of the evaluation procedure/process utilized in determining the accomplishment/attainment of project objectives)

FY86 KV-TUTOR basic documentation required individual program managers to supply project director with four activity reports. Activity reports consisted of 1) a summary of volunteer program implementation activities as they related to program objectives and 2) a volunteer/student time report. Programs utilize formal and/or informal evaluations to determine program effectiveness. A mid-point evaluation of programs responding is available from project director.

9. EVIDENCE: (Please provide evidence/data that the objectives were accomplished/attained)

KV-TUTOR's goal, to successfully develop and integrate volunteer systems into existing ABE programs, is reflected in the program summaries. Statistics gathered from volunteer/student time reports submitted by volunteer managers illustrate program effectiveness and exhibit volunteer significance (Attachment B, KV-TUTOR Individual program summaries and statistics).

10. PROJECT METHODOLOGY: (Desribe the approach or methodology utilized in implementing this project, including activities, strategies and materials)

Project KV-TUTOR by design is an enabling resource for ABE programs. The project director/trainer assisted projects by offering training in areas of tutor training approaches, inter-intra personal techniques and various management techniques. Participating programs were supported by telephone, on-site visitations, tutor training, letters and memos. KV-TUTOR is a resource that acts as a catalyst for programs. The project can provide a source of stimulation, but it's up to the volunteer manager/tutors to produce the finished product--sufficient "person-power" to assist existing staff as they endeavor to reach those students who need consistent, personal contact to be successful.

New programs develop goal(s), objectives, and a plan of action. Staff readiness is encouraged in the planning process in new and continuing programs. Flexibility is the key as the programs continuing from last year change directions.

Individual systems progress at a pace that is comfortable for ABE and volunteer program. Maintaining the ability to adapt and work with ABE teachers and staff enables the volunteer program to extend services offered by parent program.

KV-TUTOR project director has been identified by Adult Education Specialist, Kansas State Department of Education, as director of Project Literacy U.S. (PLUS) TASK force for Kansas and will network ABE programs with media involved with PLUS.

METHODOLOGY SUMMARY:

KV-TUTOR FY84-86 programs used the following approaches:

1) ACTIVITIES--various training sessions at program and state levels given by KV-TUTOR and individual volunteer coordinators;

2) STRATEGIES--development of a formula to give programs a step-by-step procedure enabling them to develop an individual strategy for volunteer program implementation; and

3) MATERIALS--a staff-developed volunteer coordinator manual disseminated to all participating volunteer programs, Literacy Volunteers of America (LVA) Basic Reading Books, Laubach, and staff/volunteer developed material (generic food packaging, area newspapers, as well as volunteer manuals).

11. INSTRUCTIONAL PROGRAM (Please specify the primary programmatic emphasis that was utilized, such as A.P.L., High School Completion, Employment skills, life-coping skills, etc.)

Individual ABE programs process adult low level/non-reading students in various ways. Most programs pretest to determine level of ability (Example of pretests: LVA's READ Test, TABE, and WRAT). Literacy Volunteers of America is the primary programmatic system utilized with integration of locally developed curriculum. For instance, most programs use components of LVA, Laubach and individual preferred low level reading programs to develop a program to meet individual program needs and styles of teaching.

The four Adult Education Service Centers (AESC) in Kansas purchased LVA's Basic Reading Workshop in FY85 for teacher/tutor and other local ABE program use. In FY86 two AESC's purchased LVA's English as a Second Language (ESL) Basic Reading Workshop for teacher/tutor training as well as other local ABE programs.

12. EDUCATIONAL OBJECTIVES ACCOMPLISHED: (Specify Learner/ Participant achievement, such as competencies, skills or credentials gained from the project: attach supporting evidence for your claim)

Data or specific accomplishments of individual students was not collected by the project. Educational objective of the project may be measured by number of hours of instruction given by volunteers and received by adult students. (Attachment A, Statistics)

13. TARGET POPULATION: (Please check appropriate category/ categories)

[x] Handicapped [x] Women with Special Needs

[x] Rural Residents [x] Immigrants [x] Aged

[x] Institutionalized [x] Minorities

[x] Limited English-Speaking [x] High Unemployed

[x] Least Educated/Most in Need (LEMIN)

14. PERSONNEL: (Please check the type of personnel utilized in conducting your project)

[x] Classroom Teachers [x] Counselors [x] Volunteers

[x] Administrators [x] Secretarial [x] Paraprofessionals

15. DESCRIBE THE COORDINATOR/COOPERATION EFFORTS OF THIS PROJECT WITH AGENCIES/ORGANIZATIONS/INSTITUTIONS IN PROJECT AREA:

KV-TUTOR FY85-86 encouraged participating programs to link with local community agencies, organizations, and institutions. Linking enabled program effectiveness in public relations, recruiting and referring applicants. For instance:

1) Several programs received funding to provide a paid volunteer coordinator.

2) One program continued a two-year relationship with local free university to expand services.

3) Several programs linked with RSVP program in the area for coordination of volunteers.

4) Several programs linked with local community correction agencies.

5) One program affiliated with national LVA.

6) All sixteen KV-TUTOR programs linked with local public library to receive $1000 grant from the State Library to be used for literacy materials. An added bonus was the development of a working relationship between ABE program and public library.

7) All ABE programs discovered that including a volunteer program enabled the community-at-large to have a better understanding of adult education centers.

8) Participation on State Task Force for Project Literacy U.S. (PLUS) raised community awareness of illiteracy, adult education and volunteer programs.

9) Participating programs developed a network in Kansas ABE and use each other as a resource.

16. DESCRIBE THE MOST INNOVATIVE OUTCOMES OF THIS PROJECT:

KV-TUTOR's goal was to successfully develop and integrate volunteer systems into existing ABE program. Sixteen KV-TUTOR programs successfully completed the project year. The following are examples of innovative outcomes:

1) EMPORIA linked with the Neosho River Free School (NRFS) as a volunteer literacy service provider for the Emporia community. Emporia's volunteer program continues throughout the summer even though the ABE center is closed. The ABE center, NRFS and the public library serve as a network to reduce the problem of illiteracy in the Emporia area.

2) OVERLAND PARK has linked with four area public libraries with plans to enlarge their volunteer literacy program.

3) SALINA developed an English as a Second Language (ESL) volunteer tutor program compatible with its literacy program. Salina, also, linked with local YWCA to provide child care for their students as well as ABE service to county jail facilities.

4) WICHITA affiliated with Literacy Volunteers of America, a national volunteer literacy organization and plans to be community based within a year. A steering committee evolved into an elected board and has developed goals and objectives for the future of Literacy Volunteers of America--Wichita Area.

5) KV-TUTOR served in an advisory capacity to the development of Project Literacy U.S. (PLUS) and KV-TUTOR's director will coordinate PLUS efforts at a state level in cooperation with State Library initiative on development of literacy volunteer programs through local public libraries.

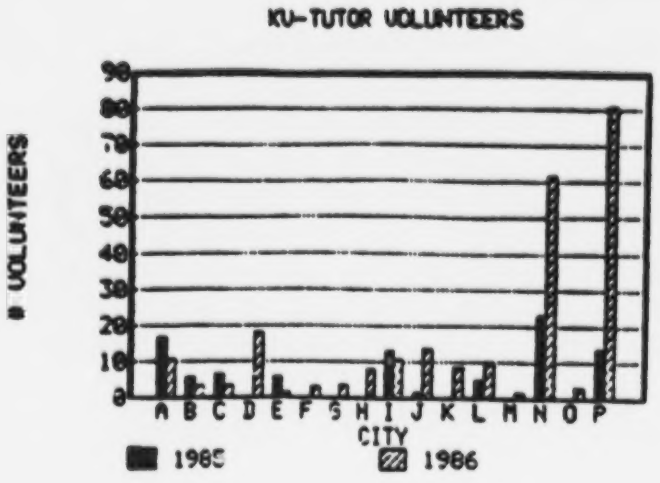
6) KV-TUTOR initiated a plan to recognize outstanding volunteers in adult education through the board of Kansas Adult Education Association (KAEA) Volunteer of the Year in Kansas Adult Education. The volunteer selected received a plaque and nominated volunteers received certificates of appreciation. ABE volunteers in general received attention by recognizing outstanding service to adult education.

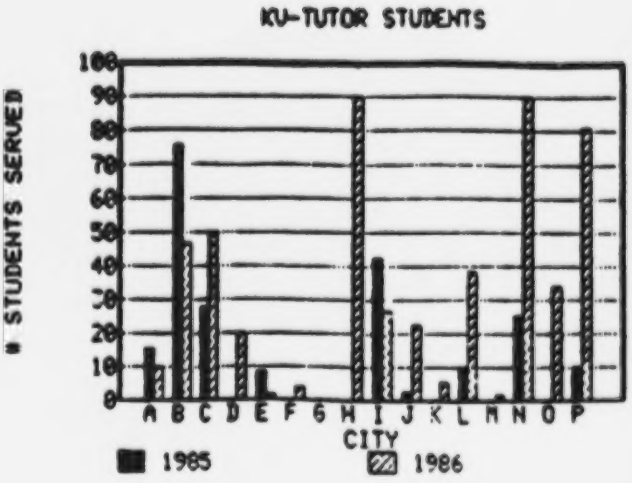
KV-TUTOR has had an impact on adult education in Kansas by participating in KAEA conferences held twice a year, and submitting articles and pictures to the Adult Educator, the state newsletter for adult education, as well as the four area newsletters.

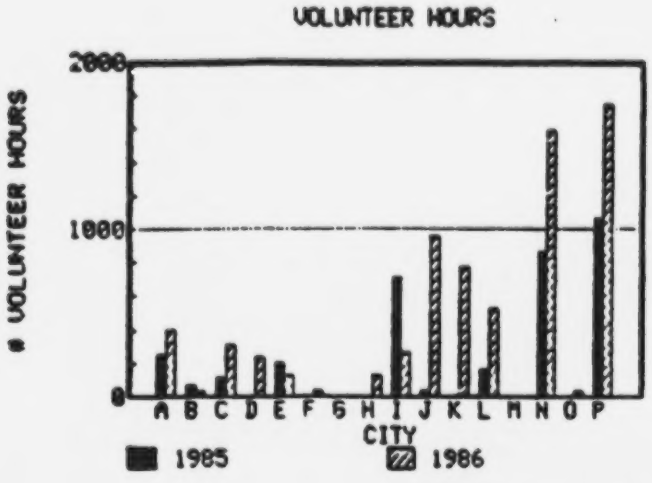
ATTACHMENT A

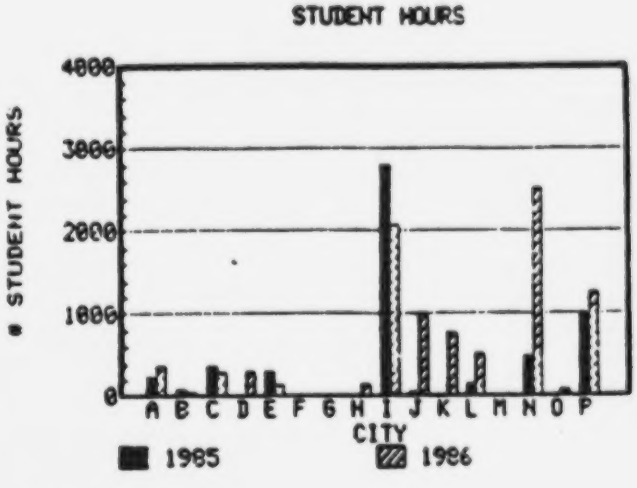
KV-TUTOR Overall Statistics

GROWTH!









THIRD ACTIVITY REPORT KV-TUTOR FY86

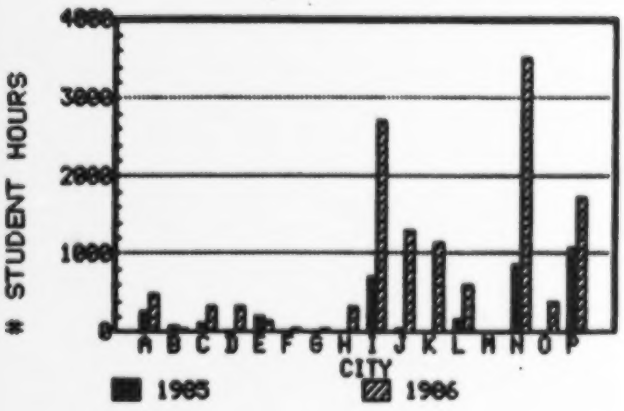
Legend

A. Emporia	I Manhattan
B Ft. Scott	J Newton
C Garden City	K Ottawa
D Great Bend	L Overland Park
E Independence	M Pittsburg
F Iola	N Salina
G Kansas City	O Topeka
H Leavenworth	P Wichita

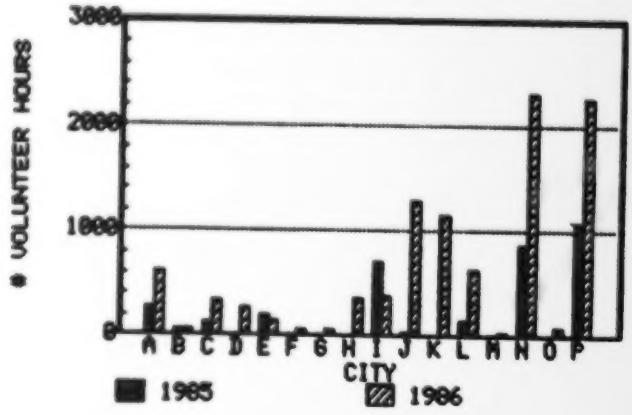
Volunteer Against Illiteracy. The only degree you need is a degree of caring.

TWO-YEAR SUMMARY OF ACTIVITIES

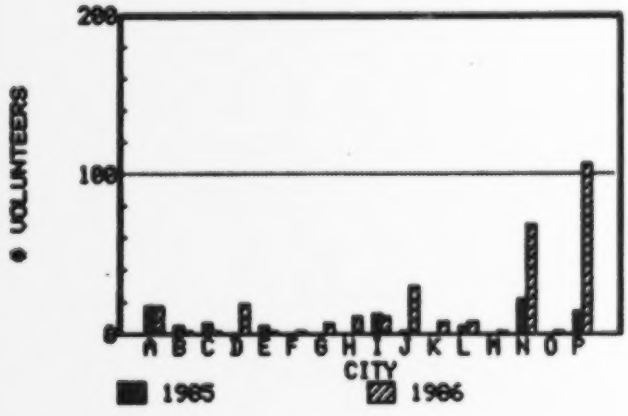
STUDENT HOURS



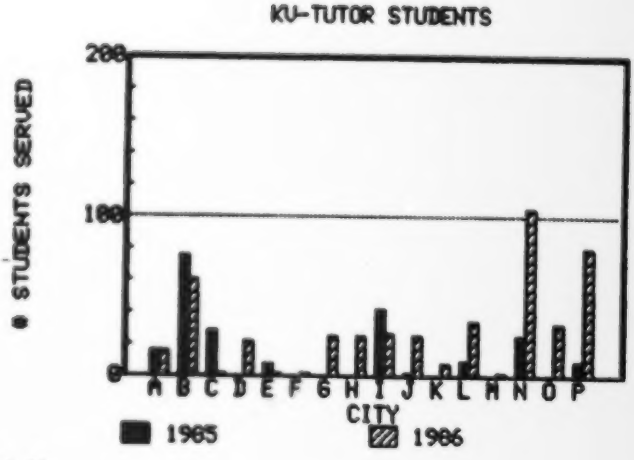
VOLUNTEER HOURS



KU-TUTOR VOLUNTEERS



KU-TUTOR STUDENTS



Activity Report #1

KV-TUTOR FY86

Program	# of Vol.	# of Hours Vol.	# of Students	# of Hours Tutored
EMPORIA	22	157.25	11	119.50
FT. SCOTT	1	10.00	3	10.00
GARDEN CITY	9	176.00	111	176.00
GREAT BEND	0	00.00	0	00.00
INDEPENDENCE	3	55.00	3	55.00
IOLA	0	00.00	0	00.00
KANSAS CITY	0	00.00	0	00.00
LEAVENWORTH	0	00.00	0	00.00
MANHATTAN	8	76.00	38	872.00
NEWTON	17	318.00	19	309.00
OTTAWA	0	00.00	0	00.00
OVERLAND PARK	11	223.00	29	220.00
PITTSBURG	0	00.00	0	00.00
SALINA	36	549.25	36	435.25
TOPEKA	0	00 00	0	00.00
WICHITA	48	720.25	49	429.25
TOTALS	155	2284.75	501	2626.00

2626.00 hours at an inkind value of $5.00 hr. =$13,130.00

Activity Report #2

KV-TUTOR FY86

Program	# of Vol.	# of Hours Vol.	# of Students	# of Hours Tutored
EMPORIA	17	166.00	16	166.00
FT. SCOTT	9	00.00	0	00.00
GARDEN CITY	6	72.50	5	48.50
GREAT BEND	16	145.00	14	150.00
INDEPENDENCE	2	20.00	2	20.00
IOLA	0	00.00	0	00.00
KANSAS CITY	0	00.00	0	00.00
LEAVENWORTH	0	00.00	0	00.00
MANHATTAN	9	59.00	33	555.00
NEWTON	17	318.00	19	309.00
OTTAWA	6	607.00+	10	607.00
OVERLAND PARK	11	79.50	19	69.00
PITTSBURG	0	00.00	0	00.00
SALINA	33	433.25	67	863.25
TOPEKA	0	00 00	0	00.00
WICHITA	66	387.00	51	295.25
TOTALS	182	2287.25	501	3082.75

3082.75 hours at an inkind value of $5.00 hr. =$15,413.75

+combination of hours from Activity Report 1 and 2 not reported

Activity Report #3

KV-TUTOR FY86

Program	# of Vol.	# of Hours Vol.	# of Students	# of Hours Tutored
EMPORIA	11	91.00	10	87.00
FT. SCOTT	4	24.00	47	23.00
GARDEN CITY	4	67.00	50	57.00
GREAT BEND	18	93.00	20	141.00
INDEPENDENCE	2	50.00	2	50.00
IOLA	3	41.00	4	19.50
KANSAS CITY	4	4.00	0	00.00
LEAVENWORTH	8	135.00	90	135.00
MANHATTAN	11	132.00	27	656.00
NEWTON	14	322.50	23	355.00
OTTAWA	9	175.00	6	160.00
OVERLAND PARK	10	230.50	39	230.00
PITTSBURG	2	13.50	2	2.00
SALINA	62	622.50	90	1257/00
TOPEKA	3	41.00	34	82.50
WICHITA	81	636.00	81	544.00
TOTALS	182	2678.00	501	3799.00

3799.00 hours at an inkind value of $5.00 hr. =$18,995.00

Activity Report #4

KV-TUTOR FY86

Program	# of Vol.	# of Hours Vol.	# of Students	# of Hours Tutored
EMPORIA	17	191.25	16	118.50
FT. SCOTT	2	24.00	61	24.00
GARDEN CITY	2	32.00	2	32.00
GREAT BEND	19	26.00	22	45.00
INDEPENDENCE	2	24.00	2	24.00
IOLA	2	22.00	3	16.00
KANSAS CITY	7	48.00	46	48.00
LEAVENWORTH	11	219.00	25	197.00
MANHATTAN	11	114.00	27	618.00
NEWTON	30	338.00	25	328.00
OTTAWA	9	377.00	8	377.00
OVERLAND PARK	9	104.00	34	100.00
PITTSBURG	3	33.00	5	28.00
SALINA	68	704.50	106	955.00
TOPEKA	2	38.50	33	298.50
WICHITA	107	521.25	86	464.75
TOTALS	301	2816.50	501	3673.75

3673.75 hours at an inkind value of $5.00 hr. =$18,368.75

ATTACHMENT B

Individual KV-TUTOR Program Summaries and Statistics

EMPORIA LITERACY PROGRAM

USD #253
Emporia, Kansas

1984-1986

A literacy program in Emporia was quite a challenge for ABE director, Jan Redeker. She approached the board of education for additional funding of volunteer literacy program co-coordinators. The Emporia Board of Education, October 9, 1984, unanimously approved ABE participation in KV-TUTOR.

Dale Hartley and Marge Hayslett, ABE instructors, became co-coordinators of the Emporia Literacy Program. In September '84, Redeker, Hartley and Hayslett attended a volunteer management training in Wichita and in October '84 developed goals/objectives and a plan of action that quickly became a model for other volunteer programs involved in KV-TUTOR in the state.

The Emporia Literacy Program linked with the Neosho River Free School (NRFS) in November '84 to offer one-to-one tutoring in areas other than the ABE classroom.

By January 23, 1985, fourteen volunteers were trained and working one-to-one with low level/non-reading adult students. Dr. Harold R. Hosey, Superintendent of Schools, sent letters to each volunteer personaly thanking them for completing training and wishing them well in their volunteer tutoring experience. One volunteer, Fran Hartzler, did pre-test evaluations on all students using the READ test. Fran also traveled to Wichita to help train four volunteers to use the READ test in Wichita Literacy Program.

Emporia's co-coordinators, Hayslett and Hartley, participated in March '85 Southeast Kansas Cluster Inservice in Independence. They shared some volunteer management experiences with other programs. Further, in March '85, four more volunteers were trained in basic skills in a cooperative effort between Emporia ABE and NRFS.

May 8, 1985 Emporia's KV-TUTOR program had a volunteer "Get Together" at the Adult Education Center. Eleven volunteers committed to continue tutoring over the summer even though the ABE center was closed the months of June and July. The summer program was successful.

September '85 and year two: the Emporia Literacy Program has twenty-two volunteers working with low level students on a one-to-one basis. New goals/objectives and a fresh plan of action enabled Emporia to continue a successful cooperative effort with NRFS.

On November 20 '85 another "Get Together" was held for sharing tutor experiences and questions. Redeker, Hayslett and Hartley presented a program at Fall KAEA conference in Salina and a newsletter highlighting student and tutor success stories came out in December. February '86 and another training scheduled. Seventeen volunteers work with 16 adult students.

Effective March 1, 1986, Dale Hartley resigns as co-coordinator. She remains on staff as an ESL instructor. Fran Hartzler, READ evaluator, assumes co-coordinator responsibilities.

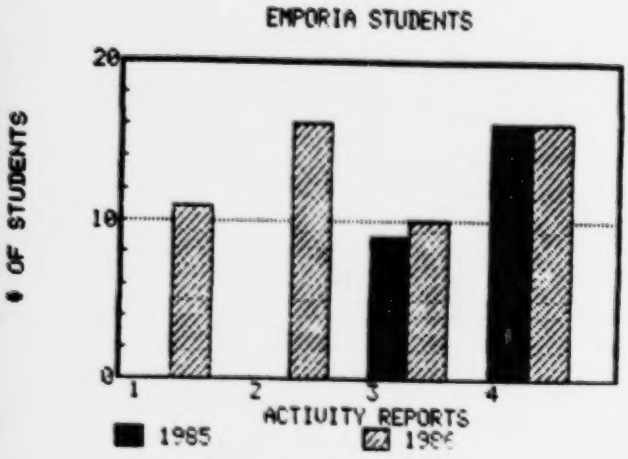
The Emporia Public Library and Emporia ABE program applied for a shared grant of $1000 to be used for literacy material in March '86. The object of the grant was to promote a better working relationship between ABE program and public library. A feature of the collaboration was to orient public library staff in characteristics of adult learners and hopefully create a new population for public libraries. The grant was awarded for the full amount.

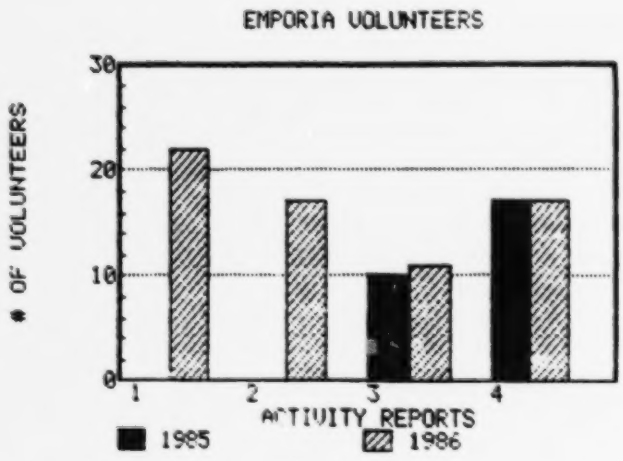
Two volunteers were nominated from the literacy program for KAEA Volunteer of the Year Service Award. They received Certificates of Appreciation.

The Emporia Volunteer News, (newsletter) March '86 edition, included information for spring calendar items, training sessions, teaching ideas, tutor books, etc...

A volunteer "get together" was held February 25, 1986 with two guests speaking on learning disabilities.

At the end of special 310 project KV-TUTOR, Emporia's Volunteer Literacy program successfully integrated the ABE/GED program and will continue to serve low level/non-reading adult students. Volunteers are extensions of teaching staff and supplement ABE/GED program with twenty-four active volunteers.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	22	157.25	11	119.50
Activity Report #2	17	166.00	16	166.00
Activity Report #3	11	91.00	10	87.00
Activity Report #4	17	191.00	16	118.50

KV-TUTOR

Garden City Community College
Garden City, Kansas

1984-1986

The Adult Learning Center, Garden City Community College was one of the ten model programs. Deanna Stirn-Taylor, ABE director, came up with the following possibilities for volunteer use:

1) to provide tutoring for adults who need intensive work, particularly those needing to learn how to read,

2) to provide tutoring in the regluar ABE program (Occasionally some classes have a very wide range of ability and a tutor would allow these students to learn at a reasonable pace), and

3) Due to projected expansion, there may be a need to use volunteers in a citizenship class, or co-leading and developing workshops.

Stirn-Taylor will act as volunteer services coordinator and attended coordinator training in Wichita in September '84. A "brain storming" session with teachers and staff in November '84 provided a sense of ownership of the program. Teachers and staff had volunteers placed only who indicated an interest or need. When a volunteer met with staff or teacher the following had already occured:

1) met with volunteer coordinator and been screened for obvious problem areas in personality, attitude or intelligence,

2) had a brief tour of the building, pointing out the parking places, restrooms, classrooms, office space, bookshelves, etc.,

3) had been placed with staff/teacher after considerations of your needs, the volunteer's time available, and his/her interests.

After initial contact with staff/teacher the volunteer will spend time visiting and observing the activities and then volunteer coordinator will follow-up with the following questions of the volunteer:

1) still interested in volunteering...is it what you want to do?

2) will you make a commitment of at least three months?

3) now is the time to answer any questions that have come up.

After orientation and training, volunteers are expected to behave in a professional manner (just as paid staff) as well as the following specifics:

1) to be regular, punctual and consistent in attendance,

2) to "call in" if they are unable to attend,

3) follow staff/teacher guidelines and planning for the students, and

4) follow the overall guidelines of the Center.

January '85 all staff members participated in a 2-hour goal and objective setting staff meeting. It was agreed to continue volunteer recruitment and use. Time was then spent developing tracks for training and volunteer application. March '85 and numerous press releases were published in the local paper. Letters were mailed to various clubs and organizations in area with follow up telephone calls. A volunteer manual was developed. The end of May '85 and potential volunteers are interviewed and screened. In June '85 volunteer tutor training was scheduled for both morning and evening sessions. Staff was invited to attend LVA training.

November '85 and Garden City has had mixed results with its volunteer tutor program. There is difficulty in matching volunteers with a student.

Volunteers have assisted in a variety of ways for instance:

1) teaching conversational English one-to-one,

2) recruiting Southeast Asians for ESL classes,

3) diagnosing a reading disability and training a teacher to work with a non-reader,

4) improvement of USD Bilingual school aide's reading and English skills, and

5) assistance as a Teacher's Aide for a citizenship class.

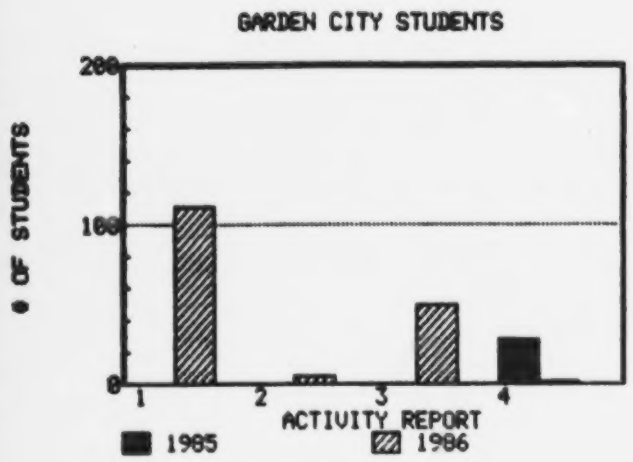
January '86 and Stirn-Taylor continues to be pleased with quality of work produced by volunteers.

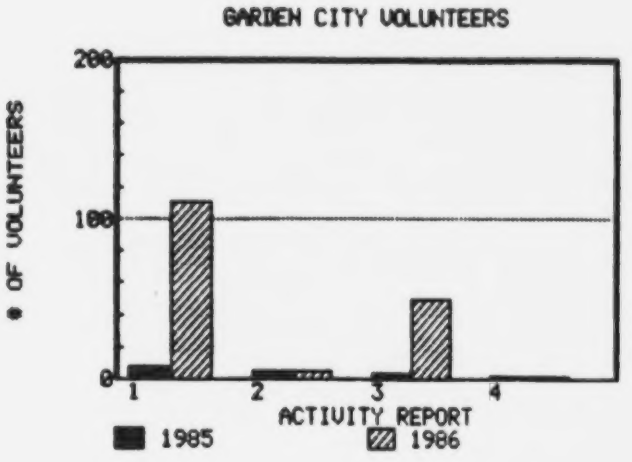
February '86 and Chung La, a volunteer in Garden City program, is nominated for KAEA Volunteer of the Year Service Award.

April '86 and Chung La is chosen KAEA's Volunteer of te Year award winner.

May '86 and program is slow. There is still difficulty matching volunteer preference. Stirn-Taylor expects volunteer program to continue.

The volunteer program linked with the public library to apply for a $1000 grant from the State Library for high interest/low-level literacy material. The grant was approved and a stronger relationship developed between the ABE program and library.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	9	176.00	111	176.00
Activity Report #2	6	72.50	5	48.50
Activity Report #3	4	67.00	50	57.00
Activity Report #4	2	32.00	2	32.00

F.S.C.C. ABE VOLUNTEER-TUTOR PROGRAM

Ft. Scott Community College
Ft. Scott, Kansas

1984-1986

Ft. Scott Community College (F.S.C.C.) ABE program was one of the ten original model programs participating in KV-TUTOR project in August '84. Ramona Howell, ABE director, did the preliminary staff readiness with ABE/GED staff and coordination with the community college president, Dick Hedges. the ABE/GED program served 190 students in the past year and wanted to expand the adult reading program to reach ad retain more of the non-readers of Bourbon and Linn counties. In October, Marsha Wunderly, lead teacher at the M.I.L.L., accepted the challenge of assistant coordinator. The first volunteer was recruited and trained in November '84.

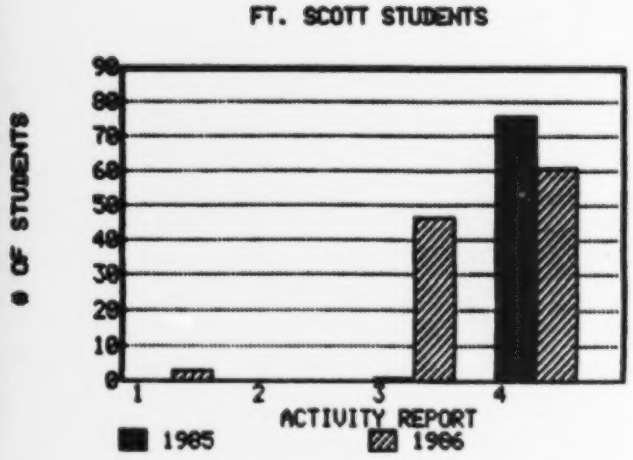
Ft. Scott Community College received a special grant from K.S.D.E. to develop rural satellite programs, to expand existing programs, develop job attainment and retention programs, and implementation of computerized ABE/GED instruction. Literacy volunteers were to be used in conjunction with rural programs designed to reach adults who are functionally illiterate.

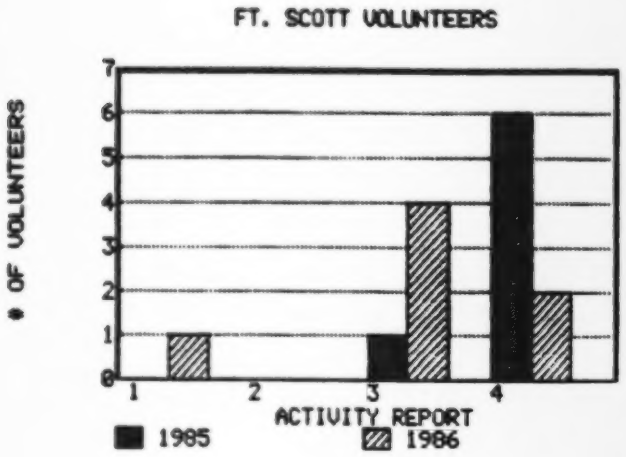
Wunderly, assistant volunteer coordinator, presented a program to a retired teachers association and recruited five volunteers. Phi Theta Kappa organization, F.S.C.C., volunteered to do tutoring and provided two volunteers. Also, two tutors were recruited by ads they saw on televison from the National Ad Council. 12-hours of orientation and training occured in March through the end of May '85. There was no volunteer literacy program through the summer months.

Additional JTPA personnel precluded the need for much volunteer use. One volunteer was active and tutored three students. Wunderly planned to recruit new volunteers to do some recordkeeping. November and December '85 and January '86 are slack time for students because of holidays and weather.

February and March '86 the F.S.C.C. ABE Volunteer-Tutor Program had four volunteers working with forty-seven students. Students now have a need for math tutors.

The volunteer program linked with the public library to apply for a grant of $1000 from the State Library for high interest/low level literacy material. The grant was approved and material ordered by volunteer program will be housed at center.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	1	10.00	3	10.00
Activity Report #2	0	0.00	0	0.00
Activity Report #3	4	24.00	47	23.00
Activity Report #4	2	24.00	61	24.00

ABE VOLUNTEERS

Barton County Community College
Great Bend, Kansas

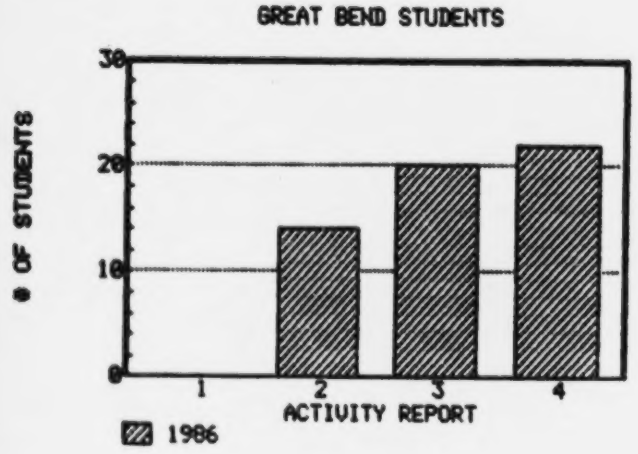
1985-1986

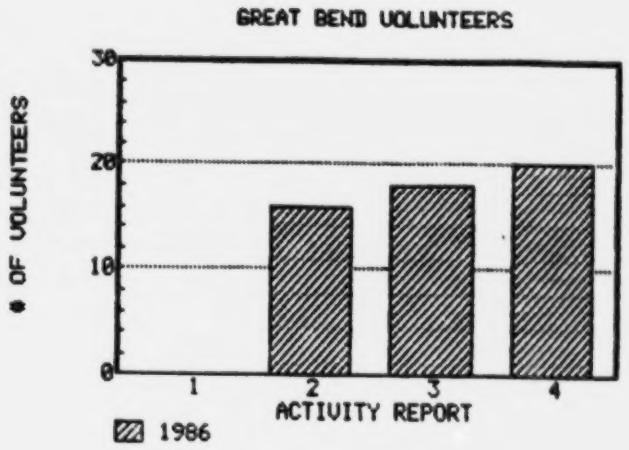
Keith Trost, ABE director, requested assistance from KV-TUTOR in developing a volunteer program to assist low level readers in Barton County Community College adult education program. A three-hour tutor training and orientation was offered in October '85 by KV-TUTOR project director to new volunteers. Elizabeth Gunn, teacher and assistant volunteer coordinator conducted a two-hour training session to demonstrate methods and materials to volunteers. Recruitment is still active and Gunn meets with each new volunteer before they begin working with students.

January '86 and eleven volunteers work one-to-one with fourteen adult students who are either low level or non-reading adults. The tutors meet with the students for an average of two hours per week in the BCCC library wih hours set to accommodate students. Trost, volunteer coordinator, is pleased and excited by interest shown by both students and volunteers.

April '86 and Gunn trains new recruits in methods and materials currently being used. All volunteers are working with low level reading students. New students and new volunteers mark a growing program in Great Bend.

The volunteer program linked with the public library to apply for a grant of $1000 from the State Library for high interest/low level literacy material. The grant was approved and material ordered by volunteer program will be housed at ABE center.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	0	0.00	0	0.00
Activity Report #2	16	145.00	14	150.00
Activity Report #3	18	93.00	20	141.00
Activity Report #4	19	26.00	22	45.00

INDEPENDENCE VOLUNTEERS

Independence Community College
Independence, Kansas

1984-1985

Evelyn Musgrove, ABE director, requested and was selected as one of the original ten model programs for KV-TUTOR. Independence has several rural communities in need of basic education benefits.

Musgrove identified Joy Wright, ABE teacher, as volunteer coordinator of Independence Volunteers.

October '84 and Musgrove contacted Mennonite church in LaFontaine, Kansas to see if church would be supportive of ABE program to do the following:

1) identify adults over age of 16 who do not have a high school diploma,

2) recruit and train adults in LaFontaine community to teach basic skills and GED preparation skills to adult students, and

3) the program would operate in LaFontaine at no cost to citizens.

November '85 included staff readiness at several staff meetings to determine and survey various areas of volunteer use.

After much effort the Mennonite project fell through in December '84. Independence Volunteer project goals and objectives were re-modified. Also, developed were tentative schedules of activity, job descriptions, and a date set for orientation workshop (January '85).

March '85 and Independence is site for "special" Southeast Kansas Cluster Inservice for KV-TUTOR programs in area. As a Resource Center for the state of Kansas, Independence was instrumental in dissemination of LVA training material. The Inservice was a cooperative effort between KV-TUTOR staff and participating programs.

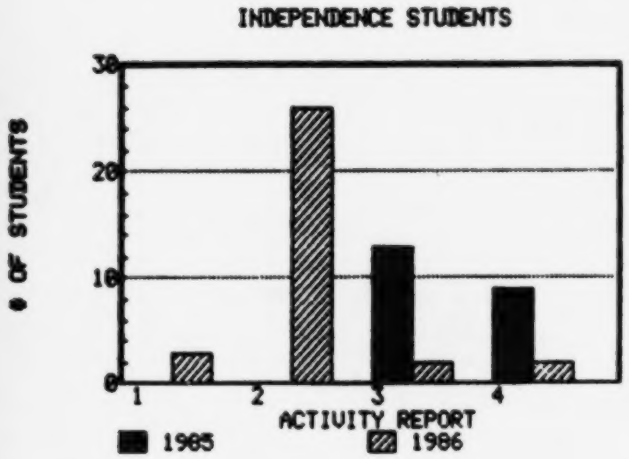
May '85 GED graduation ceremonies at Independence Community College honored and acknowledged Independence Volunteers. Volunteers received Certificates of Appreciation at ceremony. Also in May, a Reading Skills Training Workshop.

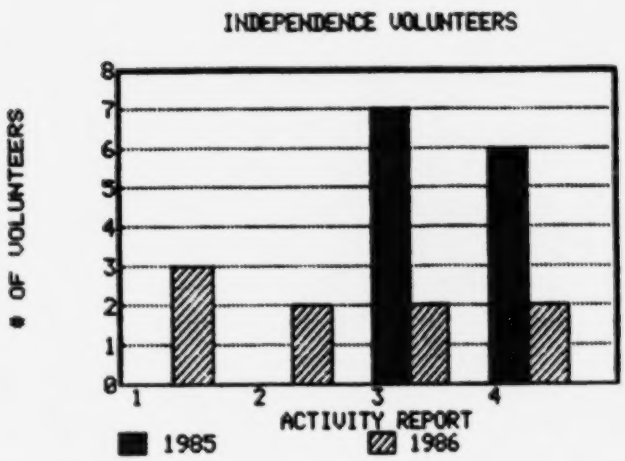
November '85 and it is felt that interest in volunteerism is waning due to the lack of students with special needs. Because employment has increased the majority of students returned to work. ESL students attend ICC and do not need ARC services at present. Three volunteers work with three students and it is hoped that volunteer program can be re-developed in future.

January '86 and Laubach trainer comes to special Southeast Kansas Cluster Inservice to offer training in structured method to teach non-reading adult to read.

April and May '86 two volunteers work one-to-one with two students. One volunteer works as a math tutor and the other as an ESL tutor.

The volunteer program linked with the Independence Public Library to apply for a grant of $1000 from the State Library for high interest/low-level literacy material. The grant was approved and a stronger relationship between ABE program and library was developed.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	3	55.00	3	55.00
Activity Report #2	2	20.00	2	20.00
Activity Report #3	2	50.00	2	50.00
Activity Report #4	2	24.00	2	24.00

ADULT LEARNING CENTER VOLUNTEER PROGRAM

Allen County Community College
Iola, Kansas

1986

Gladys Cooper, ABE director of the Adult Learning Center--Allen County Community College, attended a three-hour tutor training given by KV-TUTOR at Ft. Scott Community College. Cooper then developed the following:

1) program goals and objectives,

2) a plan of action,

3) a tutor packet,

4) steps in tutor acceptance and orientation,

5) rules and regulations for tutor program,

6) outlines of four tutor volunteer areas including:

   a) Basic Competencies Volunteer,
   b) Beginning Reading Volunteer,
   c) Volunteer Teacher Aide, and
   d) Volunteer GED Tutor.

7) overview of Adult Education at Allen County Community College,

8) a satellite center at Humbolt Library,

9) recruitment and orientation for three volunteers,

10) a program for presentation on KV-TUTOR and ABE, and

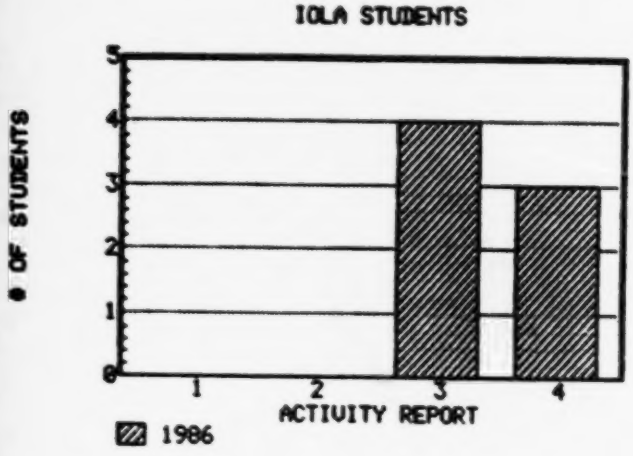
11) a relationship with local public librarian in regard to library/KV-TUTOR-ABE program grant.

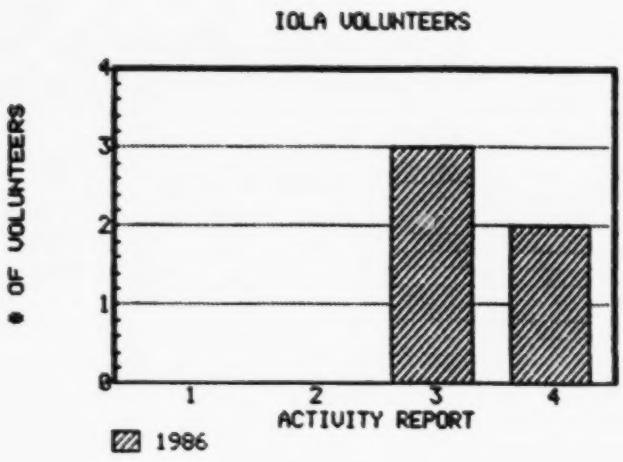
Iola has three volunteers. Volunteers are processed through an interview and screened by the volunteer coordinator. Volunteers are then trained according to work preference by the volunteer coordinator or teacher. Volunteer coordinator places volunteer in area compatible to volunteer and center. Program and volunteers are evaluated periodically as to program effectiveness, volunteer-student and staff progress and then a reassessment of goals and objectives.

One volunteer serves as a site manager for Humbolt Library, one volunteer works one-to-one with a low level math student and one-to-one with a low level reader, and as a teacher aide with GED students, and a third volunteer works one-to-one with a basic math student.

The Adult Learning Center is open Monday and Wednesdays from 6:00-9:00 p.m. at Allen County Community College.

The volunteer program linked with the public library to apply for a grant of $1000 from the State Library for high interest/low-level literacy material. The grant was approved and a stronger relationship between ABE and the library was developed.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	0	0.00	0	0.00
Activity Report #2	0	0.00	0	0.00
Activity Report #3	3	41.00	4	19.50
Activity Report #4	2	22.00	3	16.00

KCKCC VOLUNTEER LITERACY PROGRAM

Kansas City Kansas Community College
Kansas City, Kansas

1986

Lori Thaemert, ABE director of Kansas City Kansas Community College, submitted a proposal for a new position--that of literacy volunteer coordinator for campus and satellite centers. Adult education growth and limited funds made development of a volunteer program an effective method to meet student needs in Kansas City. Thaemert and KV-TUTOR developed a job description and program goals and objectives.

On January 7, the Board of Trustees at KCKCC approved the volunteer coordinator position and in February Leola Grantham, an ABE/GED teacher, was hired. An orientation was scheduled for March '86 with a smaller than expected attendance. Grantham decided to orient and train one-to-one the first few volunteers and develop a strong volunteer base. As a new program Grantham feels the following problems are highest priority to solve in the next year:

1) student retention,

2) volunteer committment, and

3) the barrier of transportation for students to learning center.

One of the satellite programs, Shawnee Blvd. Christian Church (SBCC), is a cooperative effort between KCKCC and CROSSLINES. SBCC's 46 volunteer tutors donated 391 hours to help adult students with ESL, ABE and GED preparation.

The following are some of the ways KCKCC uses volunteers:

1) teacher aides--attendance, finding books or pages, etc.,

2) beginning reader tutor,

3) housekeeping,

4) tape recording,

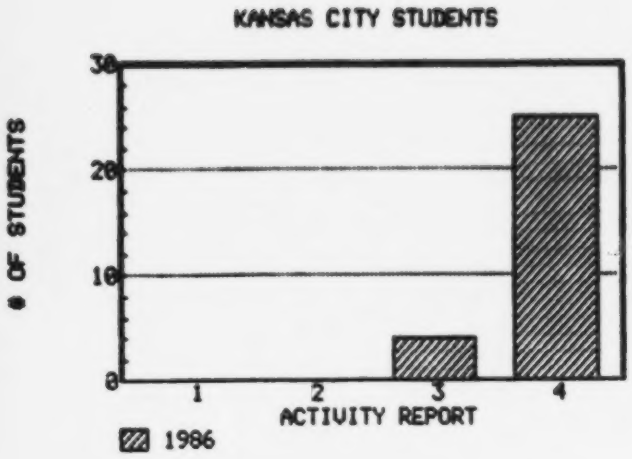
5) using the copier, and

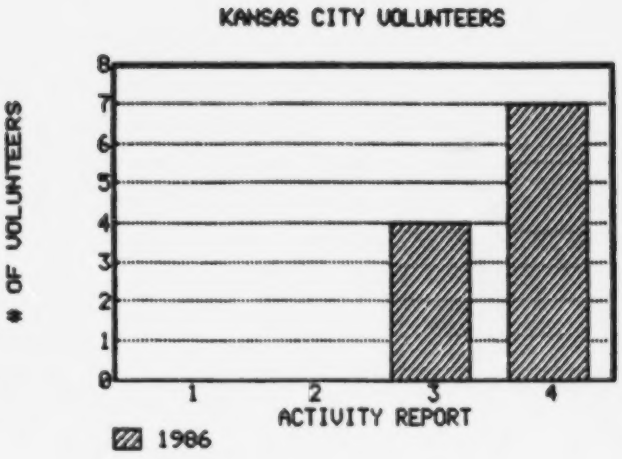
6) individual tutoring.

A memo, containing ideas on ways to use volunteers, was sent to ABE/GED/ESL instructors for KCKCC and all satellite programs with a request to hear specific volunteer needs.

Grantham plans a training workshop in the Fall '86.

KCKCC volunteer program linked with the Kansas City Public Library to apply for a grant of $1000 from the State Library for high interest/low level literacy material. The library allowed the entire amount to be housed at the ABE center. The grant was approved and a better relationship with the public library was a result.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	0	0	0	0
Activity Report #2	0	0	0	0
Activity Report #3	4	4.00	0	0
Activity Report #4	7	48.00	46	48.00

OUTFRONT VOLUNTEER PROGRAM

St. Mary College
Leavenworth, Kansas

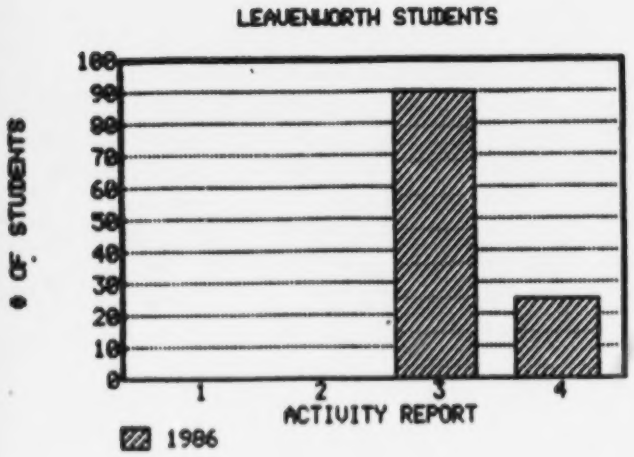
1986

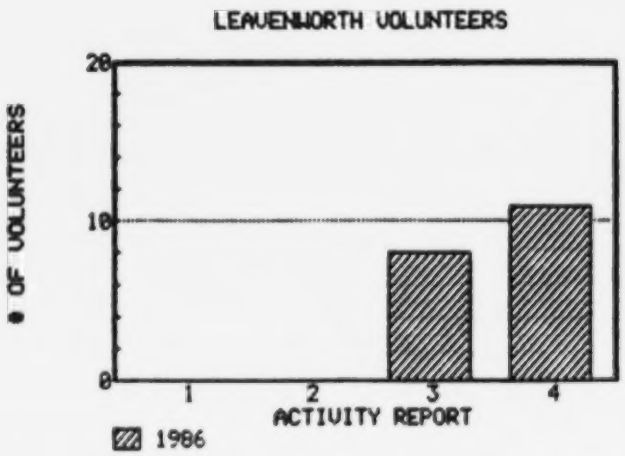
November '85 and Harriet Korch, volunteer coordinator and John Estes Ph.D., ABE director attended volunteer coordinator training in Wichita.

February '86 and Korch develops public relations program through print media. The volunteer coordinator, Korch, volunteered to tutor an adult low level student. Staff development has been in the form of staff meetings and staff involvement in training, orientation, goals and objectives.

March '86 and the volunteer program has grown to eight volunteers and growth of the program seems assured as other volunteer systems may be included in OUTFRONT program.

OUTFRONT is sponsored by Saint Mary College and offers at no charge programs and courses in ABE, GED and ESL. Volunteers help tutor/mentor/aide students reach their goal(s). Volunteers are also used to help with clerical duties.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	0	0.00	0	0.00
Activity Report #2	0	0.00	0	0.00
Activity Report #3	8	135.00	90	135.00
Activity Report #4	11	219.00	25	197.00

VOLUNTEER PROGRAM

Manhattan Adult Learning Center
Manhattan AVTS
Manhattan, Kansas

1984-1986

The Manhattan Adult Learning Center, selected as a pilot program for KV-TUTOR, had used volunteers in the past. As a result of involvement in the new project, the staff did an in-depth review and analysis of the success but somewhat limited use of volunteers for ESL with a view to expanding the use of volunteers for ABE, Literacy and child care. September through November '84 the following specific areas were assessed:

1) characteristics of the present core of volunteers,

2) feelings of the volunteers about the program,

3) staff and student perceptions of the volunteers,

4) efficiency of use of volunteers,

5) adequacy of administrative support for volunteers,

6) cost, in time, effort and funds, for volunteer use,

7) benefit of volunteer use, and

8) program image.

The following activities related to the set objectives were accomplished:

1) survey made for staff input,

2) director met individually wih staff to discuss survey,

3) meeting with director of Volunteer Clearing House,

4) job descriptions drafted for volunteer positions, and

5) volunteer need published in the Manhattan Mercury through the Volunteer Clearing House.

December '84 and Charlotte Poston is identified as volunteer coordinator to become effective January '85. Literacy volunteers are oriented to program and placed for on the job training (OJT).

February '85 and the volunteer program is a vital part of staff meetings. Staff is enthusiastic about volunteer use.

May '85 and the staff evaluated the ESL program to determine needs. The ESL program needed more coordination between morning and evening classes. Plans were made for a Fall workshop. Staff members are more involved with their role of working with volunteers.

An organizational and training session was held with four volunteers to set up a Summer GED Testing Preparation Program at a community center. Manhattan ALC linked with Pawnee Mental Health for peer tutoring for GED testing.

November '85 and staff meets to discuss volunteer program with final preparations made for Fall ESL Training Workshop. Volunteers instruct morning and evening Citizenship Classes.

January '86 and plans are made for Spring ESL Inservice. The Manhattan ALC Volunteer Program linked with a social worker from Community Work Experience Program. Literacy training is ongoing and offered to individuals as is needed.

February '86 and the ESL Inservice training reinforced ideas presented at Fall training. Ideas and problems were discussed. Volunteer instructors of the Citizenship Classes use the DAR Manual for Citizenship as a basis for their instruction along with supplementary materials.

April '86 and Manhattan ALC participated in a city-wide Volunteer Recognition Festival coordinated by the Volunteer Clearing House. A staff meeting was held and an evaluation of the volunteer programs effectiveness at ALC. Staff felt the following:

1) better coordination of classes and teachers to provide students with cohesive program,

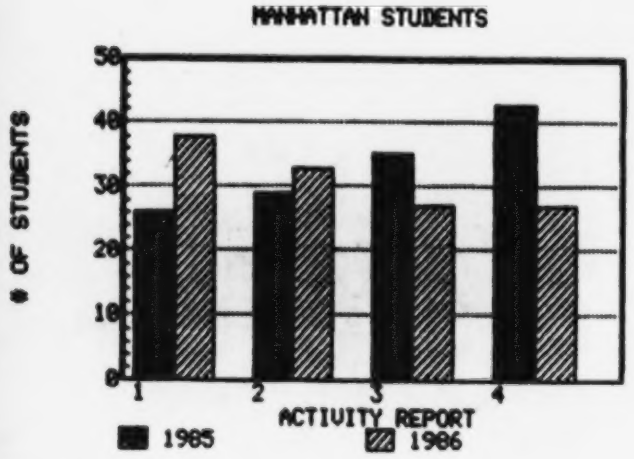
2) volunteers felt more and more like a working team,

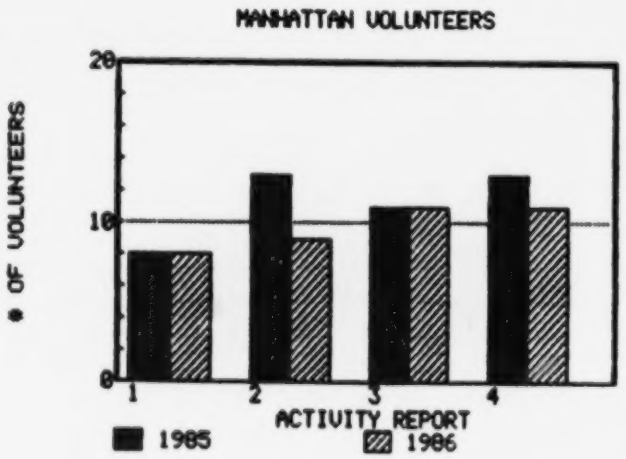
3) literacy tutors were committed and enthusiastic,

4) tutors were using creative ideas to stimulate students, and

5) plans were made to continue the Citizenship Classes next fall.

A Volunteer Recognition Luncheon planned for May 21, 1986 will also be a time for volunteers to evaluate volunteer program. The volunteer program linked with the Manhattan Public Library to apply for a grant of $1000 from the State Library for high interest/low level literacy material. The grant was approved and a better relationship was developed.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	8	76.00	38	872.00
Activity Report #2	9	59.00	33	555.00
Activity Report #3	11	132.00	27	656.00
Activity Report #4	11	114.00	27	618.00

ADULT RESOURCE CENTER VOLUNTEER PROGRAM

USD #373
Newton, Kansas

1984-1986

October '84 and Marlin Frey, ABE director, contacted RSVP director, Patsy Person, to pursue the idea of making volunteer program a joint venture. Frey also identified Sue Engle, staff teacher, as KV-TUTOR volunteer coordinator.

November '84 and Frey, Person and Vikki Stewart, KV-TUTOR project trainer, met to pursue further the involvement of RSVP in KV-TUTOR program. Engle and Frey worked on goals and objectives and examined KV-TUTOR's Volunteer Manual to select pages and items that would be appropriate for use in Newton's program.

March '85 and the following objectives are adopted:

1) to establish guidelines for RSVP and the ABE/GED center in respect to the KV-TUTOR program in Newton,

2) to select and train 1 volunteer who will actively recruit volunteers,

3) to develop a program to train volunteers to work with ESL students, and

4) to prepare an orientation manual to familiarize volunteers with Newton program.

Justice Holsinger, Ph.D., assisted by his wife, Salome, work with ESL students several evenings a week. Dr. Holsinger agreed to train volunteers to work with ESL students. Dr. Holsinger is identified as ESL volunteer coordinator.

Work begins on an orientation manual for volunteers--parts of the manual are currently being used by volunteers.

May '85 and the following specific communication objectives are developed: (in addition to General Objectives)

1) to offer basic reading skills for those who are functionally illiterate,

2) to offer listening, speaking, and reading skills for those who need ESL, and

3) to offer communication-related skills for those who have the basic reading skills- GED, for example.

August '85 and volunteer coordinator, Justice Holsinger, RSVP director, Patsy Person, and ABE director, Marlin Frey met to discuss plans and ways to work with volunteers more effectively. Dr. Holsinger held the first orientation session for volunteers.

November '85 and Holsinger conducted a workshop for volunteer tutors using the Laubach method as core material.

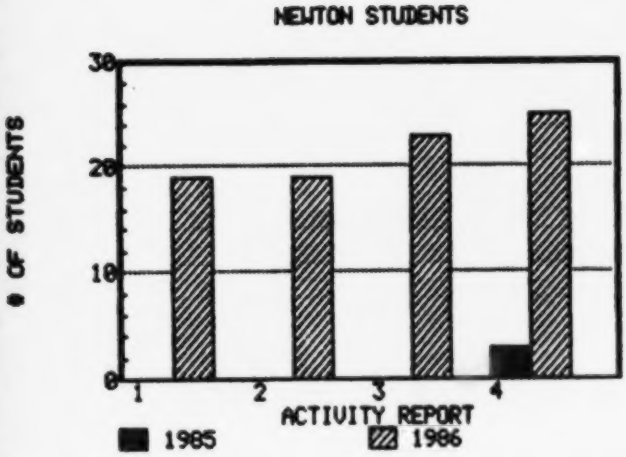
January '86 and some ESL volunteers are working with literacy students. ABE director plans additional training for volunteers working with literacy students.

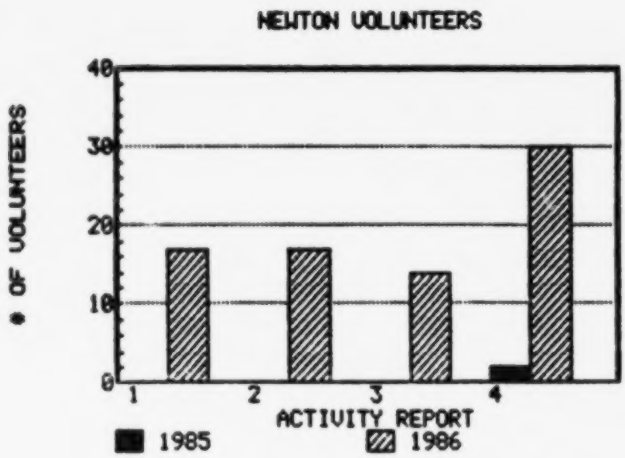
March '86 and Vikki Stewart, KV-TUTOR director, did a three-hour volunteer tutor training for literacy volunteers at Newton Adult Learning Center.

The Newton Downtown Kiwanias Club sponsored Newton High School Key Club for students to tutor in ESL as well as literacy. Dr. Holsinger did a limited training session for ten students. Recruitment is an ongoing effort.

The volunteer program consisted of two volunteers the first year and has grown to 30 ESL and literacy volunteers.

The volunteer program linked with the Newton Public Library to apply for a grant of $1000 from the State Library for high interest/low level literacy material. The grant was approved and material ordered by volunteer program will be housed at ABE center.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	17	318.00	19	309.00
Activity Report #2	17	318.00	19	309.00
Activity Report #3	14	322.50	23	355.00
Activity Report #4	30	338.00	25	328.00

GENERAL EDUCATION VOLUNTEERS

Adult Education Center, USD #290
Ottawa, Kansas

1986

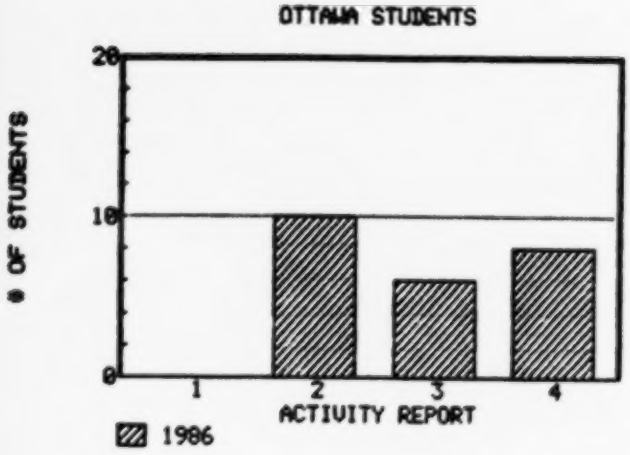
Friends of the Ottawa Library formed the core of the General Education Volunteers. The volunteers' aim is to help provide any needed services for adult students at the Adult Education Center. The volunteers work one-to-one with low level students.

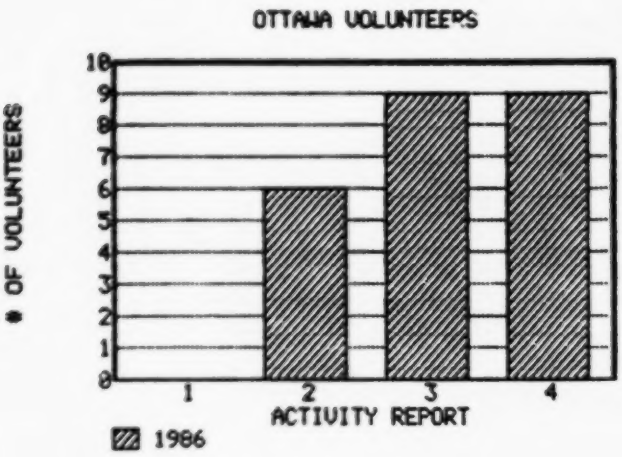
Volunteers received a basic orientation to adult education as well as Literacy Volunteers of America Basic Reading Workshop. The workshop was offered one or two segments at a time. Segments are available to volunteers for individual review.

Project LIFE (Literacy Intended for Elders) is also a part of the volunteer program. LIFE coordinator, Don Breashears, attended a three-hour volunteer tutor training at Ft. Scott Community College in February '86. Elders are a difficult population to reach and therefore a different strategy was used. The brochure slogan "Learning is Living" reflects that feeling and an emphasis is placed on getting the GED.

Volunteers meet regularly to discuss problems and make recommendations to coordinator. Volunteers have been recognized at meetings where lunch is provided. Currently, volunteers asked not to be singled out for recognition or publicity. Becker, ABE director/volunteer coordinator provides LVA trained tutors for low level adult students in Ottawa.

The volunteer program linked with the public library to apply for a $1000 grant from the State Library for high interest/low level literacy material. The grant was approved and material ordered by volunteer program will be housed at ABE center.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	0	0.00	0	0.00
Activity Report #2	6	607.00	10	607.00
Activity Report #3	9	175.00	6	160.00
Activity Report #4	9	377.00	8	377.00

FINISH

Johnson County Community College
Overland Park, Kansas

1984-1986

Project FINISH linked with KV-TUTOR to become one of the ten model programs. After Priss Dastmalchion and Laura Sloan, co-volunteer coordinators were trained in Wichtia in September '84 the following were accomplished:

1) development of Rules and Regulations for the tutor program,

2) development of Steps in Tutor Acceptance and Orientation,

3) development of the following four distinct Tutor Training areas:

    a) ABE tutor,
    b) GED tutor,
    c) ESL tutor, and
    d) Resource Aide.

4) preparation of tutor packets and student packets for future use, and

5) development of initial contact of volunteers through the local Federal Aviation Administration.

December '84 and Student Folder and Tutor Folder forms have been developed. A public relations program for potential volunteers and students contained contact being made with the following:

1) Christmas Bureau,

2) Federal Aviation Administration,

3) Mother and Unborn Baby Care--Problem Pregnancy Center, and

4) Volunteer Center of Johnson County.

The volunteer program will begin in January '85. Tutors will be oriented to Project FINISH and will be closely supervised by teaching staff.

March '85 and the five volunteers planned for in the goals and objectives are recruited and working in the Mission Mart and Regents centers. Dastmalchion and Sloan provide ongoing

recognition and appreciation of volunteers with formal recognition as well.

May '85 and more volunteers are recruited and placed. Volunteers were recognized at the GED graduation ceremony. A few days later a "pot luck" dinner sponsored by the staff of FINISH included an idea sharing session by staff and volunteers. A cooperative effort with the public library is developing.

November '85 and brochures, PR and media material are developed for two-hour orientation of volunteers. A Volunteer Handbook was developed and disseminated to fourteen volunteers at four centers.

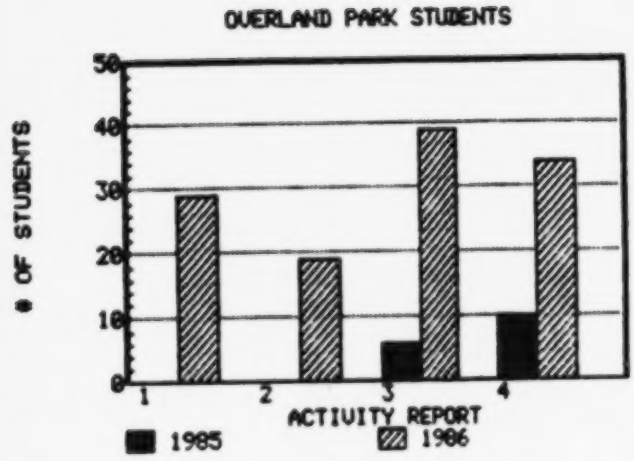
Breyfogle Reading Center, a new program of the Johnson County Public Library to help adults improve reading skills, linked with Project FINISH. The ceremony was sponsored by the Board of the Johnson County Library, the Firends of the Johnson County Library, Project FINISH and Johnson County Community College. It is intended that adults can improve reading and writing skills and prepare to take the GED.

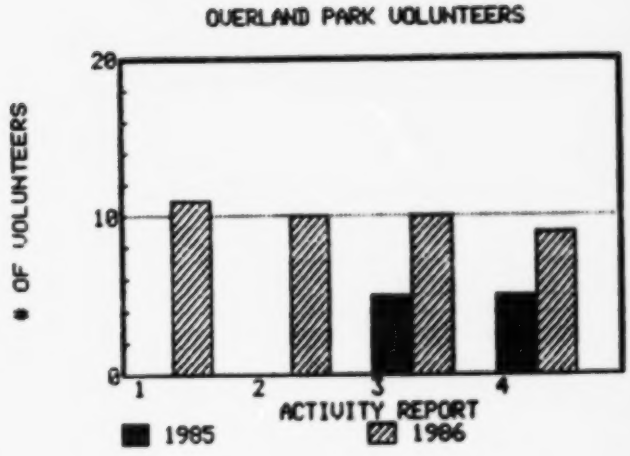
January '86 and another gathering of active volunteers was held for an evening of sharing ideas, cares and concerns.

Project FINISH orients, trains and offers an on-the-job experience to volunteers. Volunteers evaluate the program every six months. Students evaluate the volunteer program every fourth and twelfth visit to class. Formal "thank you's" as well as informal notes to volunteers are an integral part of recognition.

May '86 and the second year featured a recognition dinner catered by Johnson County Community College. Volunteers, staff, and a representative of the library attended. The coordinator presented certificates of appreciation and single rosebuds to each lady present. Certificates were mailed to each volunteer not present with a note of appreciation.

The volunteer program linked with local libraries to apply for a $1000 grant from the State Library to purchase high interest/low level literacy material. The grant was approved and a stronger relationship developed between ABE and public libraries.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	11	223.00	29	220.00
Activity Report #2	10	79.50	19	69.00
Activity Report #3	10	230.50	39	230.00
Activity Report #4	9	104.00	34	100.00

VOLUNTEER PROGRAM

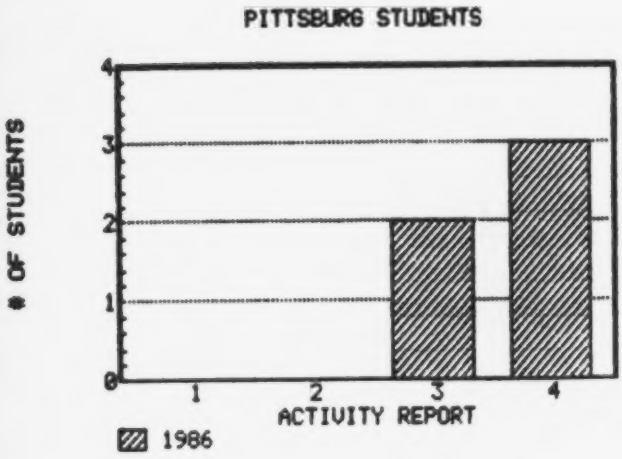
USD# 250
Pittsburg, Kansas

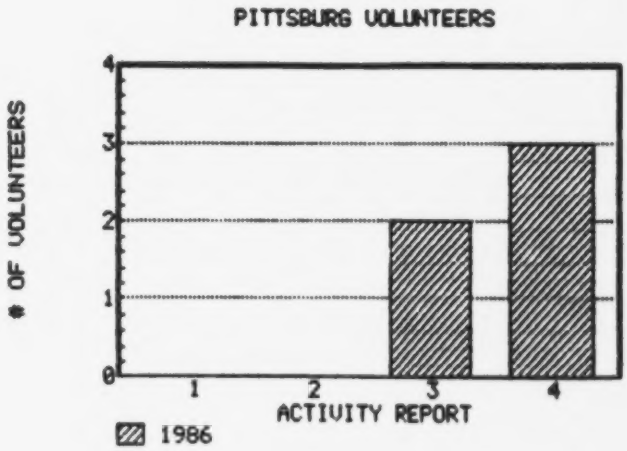
1986

February '86 and Marilyn Allai, ABE director/volunteer coordinator, and two volunteers attend volunteer tutor training offered by KV-TUTOR at Ft. Scott Community College. Volunteers work one-to-one and as aides with center students as needed.

Volunteers are oriented and trained individually. The method to process was so complete that when a citizen stopped by to volunteer, the coordinator put him to work almost immediately.

The volunteer program linked with Pittsburg Public Library to apply for a grant of $1000 from the State Library for the purchase of high interest/low level literacy material. The grant was approved and a relationship developed between ABE program and library.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	0	0.00	0	0.00
Activity Report #2	0	0.00	0	0.00
Activity Report #3	2	13.50	2	2.00
Activity Report #4	3	33.00	5	28.00

VOLUNTEERS FOR LITTLE HOUSE

USD #305
Salina, Kansas

1984-1986

Preliminary staff readiness was done in Spring '84 through "brainstorming" at staff meetings. The Salina program was selected to serve as one of the first ten model programs. September '84 and DorisAnn Brinegar-ABE director, Dorothy Carmichael, volunteer co-coordinator and Cynthia Laughman attended a two-day volunteer coordinator training workshop.

October '84 and the coordinators of the volunteer program developed the following:

1) a format of the Little House ABE/GED Volunteer Manual and the general information section written,

2) the following forms were developed:

   a) volunteer application,
   b) volunteer obligation agreement,
   c) application for individual tutor (to be filled out by staff on students requiring concentrated help),

3) a photo album of the "Little House Story" was created for recruitment and orientation,

4) use of a computer program was developed using PFS: File on Apple IIe to match potential volunteers with tasks or students,

5) eight volunteer task job descriptions were developed, and

6) an exhibit for RSVP Senior Volunteer Fair in Salina.

December '84 and the volunteer program developed the following implementation activities:

1) a public relations program with major emphasis on illiteracy and minor emphasis on Little House volunteer program,

2) coordinator developed a proposal for series of reading lessons to appear in the Salina Journal,

3) Staff meeting for the following purposes:

a) for faculty of Little House to experience for personal knowledge some of the possible trainings available in reading, and
b) to evaluate trainings and develop a format for the first reading training session.

January '85 and the first volunteer group is oriented and trained. Volunteers, initially trained in Language Experience Approach technique, have accomplished some of the following with students:

1) found a student a job,
2) found a student a place to live,
3) provided transportation,
4) obtained library cards,
5) instructed in the use of the library (card catalog and the Dewey Decimal system), and
6) toured the city-county building learning names of offices and what happens in them.

March '85 and coordinators offer second sessions of orientation and Reading I. April '85 and second session of Reading II produces eight more volunteers. May '85 busy with more training, mayoral proclamation of school volunteer appreciation, further development of volunteer manual, plans for a satellite next year using volunteers, summer volunteers to continue while Little House is closed, and post-testing of students.

September '85 and the ABE director sends a letter to, Dr. Terry Terrill, Supt. USD 305, advising him that enrollment has increased by 14% and that the student in contact with an instructor has increased 72% over last year. Brinegar attributed the dramatic increase in student contact hours to the volunteer program initiated last year. November '85 and the Adult Learning Center adds additional classes in English as a Second Language. The program is aimed at people who want to learn English but have another primary language. Classes are organized on three levels and based on the student's knowledge of English. Recruitment letters were mailed to volunteers from last years program along with public relations news releases. ABE director participates as speakers bureau and presents program for several organizations. Volunteers are trained in reading, GED preparation and counseling, math, and ESL. A "new" program using volunteers is being used at the county jail. Volunteers are issued certification on completion of training.

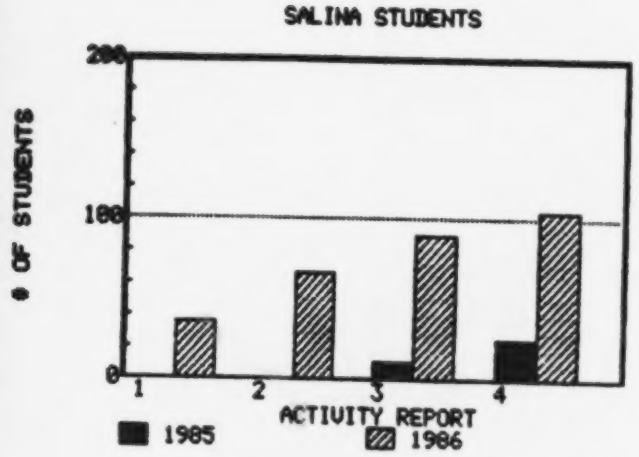
January '86 and volunteers are trained in Reading I session. Attempts to recruit volunteers for ESL program has difficulty.

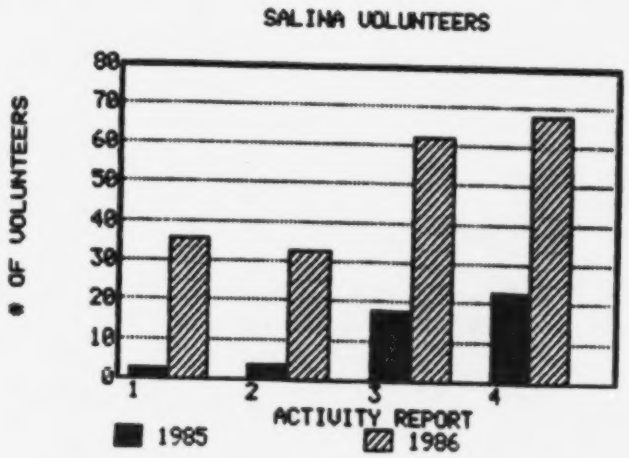
March '86 and Little House staff, volunteers, administrators, students and interested parties participate in planning process as new goals and objectives are developed for future. A rough draft of goals and objectives was disseminated for ideas and suggestions. Written ideas were requested.

Volunteers for Little House participated in a cooperative grant effort with the local public library and received $1000 to be used for purchase of high interest/low level literacy material.

Little House volunteer coordinator finalized plans with YWCA to link in the fall. YWCA to provide volunteers and child care. Coordinator recruited volunteer coordinator for Abilene for volunteer program in the fall. 13 volunteers received orientation and training to work through the summer at the public library.

The Little House volunteer program linked with the Salina Public Library to apply for a $1000 grant to be used for the purchase of high interest/low level literacy material. The grant was approved and a relationship between the ABE progam and its public library developed.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	36	549.25	36	435.25
Activity Report #2	33	433.25	67	863.25
Activity Report #3	62	622.50	90	1257.00
Activity Report #4	68	704.50	106	955.00

ADULT EDUCATION VOLUNTEERS

USD# 501
Topeka, Kansas

1986

November '85 and James Jones, ABE chairperson/volunteer coordinator, and Barbara Grant, VISIT coordinator for Topeka Public Schools, attended a two-day volunteer coordinator training in Wichita.

February '86 and Jones developed the following tasks to establish a volunteer tutoring program:

1) formulating the goals of the volunteer program,

2) developed the organizational structure of the volunteer program, and

3) devised a training procedure for volunteers.

The goal of the ABE volunteer program is to recruit, train, and place one volunteer in an ABE class center and one volunteer tutor in a cooperative program by May 1, 1986. Specific objectives in support of this goal includes the following:

1) to develop the organizational structure of the volunteer program,

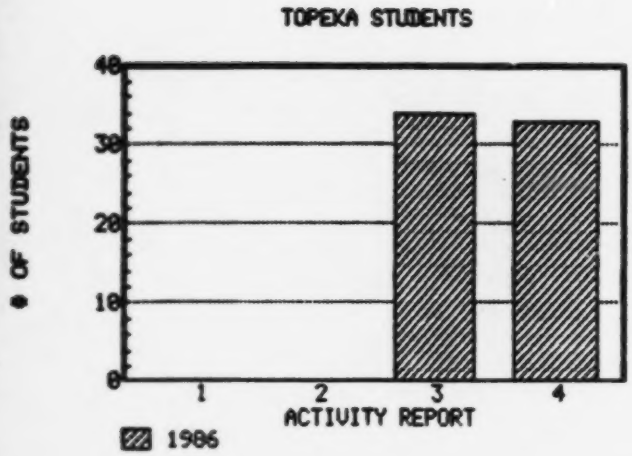
2) to establish recruiting procedures for volunteer tutors,

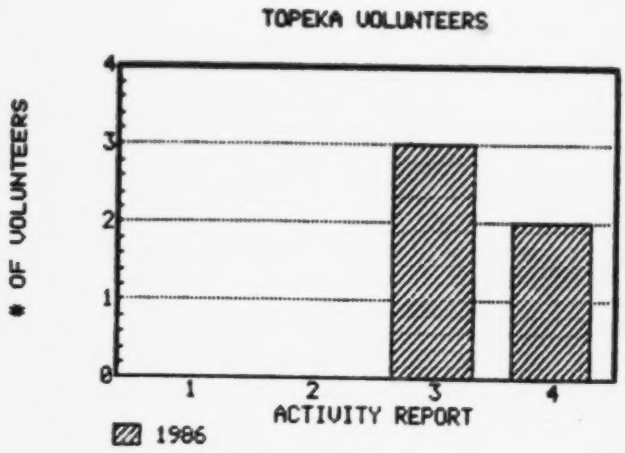
3) to create job descriptions for volunteer tutors,

4) to devise training procedures for volunteer tutors, and

5) to establish links between the ABE program and community agencies for referral of students to the volunteer program and placement of volunteer tutors.

The ABE volunteer program linked with the local public library to apply for a cooperative grant of $1000 to be used for high interest/low level literacy material. The grant was approved and material ordered by the ABE program will be housed at the ABE center and a relationship established.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	0	0.00	0	0.00
Activity Report #2	0	0.00	0	0.00
Activity Report #3	3	41.00	34	82.50
Activity Report #4	2	38.50	33	298.50

LITERACY VOLUNTEERS OF THE WICHIA AREA

USD#259
Wichta, Kansas

1984-1986

DUNBAR ADULT CENTER VOLUNTEER PROGRAM

November '84 and Mary Hollowell,co-volunteer coordinator of the Dunbar Adult Center volunteer program, attended part of a two-day volunteer coordinator training workshop in Wichita. Hollowell, also, gave a brief presentation at the workshop on the development of the ESL volunteer program at the Presbyterian Church. Don Setterlund, co-coordinator also attended part of the workshop.

Staff readiness at Dunbar included participation in the determination of program needs and how volunteers could fit those needs. Coordinators designed strategy to recruit, train, and maintain volunteers. A major effort was placed on developing and modifying paperwork appropriate to Dunbar's program. Paperwork included development of an inhouse newsletter, rough drafts of a volunteer manual, evaluation forms, reference letters and questionnaires, time sheets, volunteer applications, etc.

A survey of classroom instructors was made by building principal, Dr. Jimmy Peppers, to determine specific needs. It was determined that staff would receive any training that would be given to volunteers. December '84 and training for both morning and evening teachers in two separate training sessions was offered. Volunteers are referred but not screened by United Way Volunteer director's office. Volunteers were included in Dunbar Christmas breakfast celebration. February '85 and first volunteers complete commitment and are recognized by a Certificate of Recognition and Appreciation. Training continues using LVA core material. Volunteer program has linked with Wichita Public Schools, School Volunteer Program and Karen Ware, coordinator. Ware included Dunbar volunteers in Laubach training for basic reading and math. The Wichta Area Chamber of Commerce, Education Committee expressed an interest in a literacy program for Wichita. A "dream plan" was developed but never realised. May '85 and several training opportunities were offered staff and volunteers. Public Service Announcements were disseminated to print media, TV and radio. Certificates of Recognitions were presented after completion of committment. An ESL volunteer, Betsy Surtees, was nominated and recognized at a ceremony sponsored by Massachusetts Mutual Life Insurance Co. and hosted by Pizza Hut. The Volunteer Manual was completed and distributed to volunteers.

THE WICHITA LITERACY PROGRAM

The Dunbar Adult Center volunteer coordinator resigned to direct a JTPA program for youth at Dunbar. Vikki Stewart, KV-TUTOR director, coordinated the volunteer literacy program from May to October. Stewart changed the concept of the volunteer program from one of a teacher aide to one-to-one literacy tutors. Twenty volunteers were trained using LVA's Basic Reading Workshop. October '85 and Lorry Shoniber becomes the full-time Wichita Literacy Program volunteer coordinator for the Wichita Public Schools, Continuing Education/ABE Program. Shoniber developed new goals and objectives for a literacy program intended to serve the city of Wichita. In early Fall, the coordinator linked with downtown public library, Community Corrections, United Way volunteer director and attended Stress Workshop sponsored by American Red Cross. Shoniber met with ESL site coordinator, Martie Muncie, to develop strategy for training and later held a workshop for ESL volunteers.

November '85 and Shoniber held first Basic Reading Tutor Training Workshop. Linked with Veterans Administration to discuss possible use of federal employees through Project FELT.

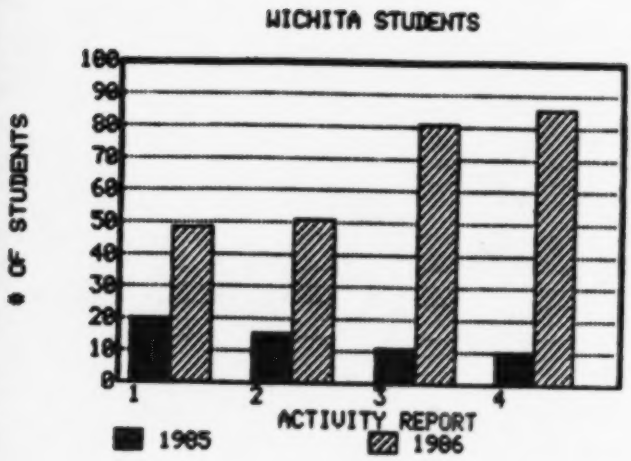
LITERACY VOLUNTEERS OF THE WICHITA AREA

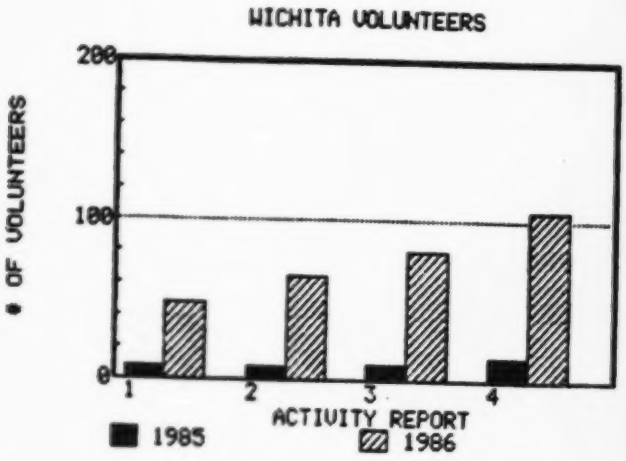
January '86 and coordinator offers ongoing Basic Reading Workshops as well as initiating affiliation with national organization, Literacy Volunteers of America. Shoniber forms steering committee made up of volunteer tutors, representatives of Wichita service agencies, and other interested persons. Program pamphlet is revised and printed for dissemination.

February '86 and steering committee for literacy affiliation has at least fifteen members and meets regularly. Bylaws have been obtained from sister affiliate, Coffeyville Literacy Program, and a model bylaw from LVA.

May '86 and media coverage has increased with involvement of Project Literacy U.S. (PLUS), KAKE TV and the public broadcasting television. PLUS is represented on board by Marlene Harris and unofficially by Martin Umansky, KAKE TV. Affiliation with national LVA program changes name of Wichita Literacy Program to Literacy Volunteers of the Wichita Area. Steering committee becomes board with elected officers and committee chairmen.

Literacy Volunteers of the Wichita Area combined with downtown public library to apply for a grant from the State Library for $1000 to purchase high interest/low level literacy material. The grant was approved and material ordered by volunteer program is housed at volunteer office.





	Total # of Volunteers	Total # of Hours Volunteered	Total # of Students	Total # of Student Hours
Activity Report #1	48	720.25	49	429.25
Activity Report #2	66	387.00	51	295.00
Activity Report #3	81	636.00	81	544.00
Activity Report #4	107	521.25	86	464.75

ATTACHMENT C

KV-TUTOR Original Statement of Purpose (1984)
and Goals/Objectives/Plan of Action (1986)

KANSAS VOLUNTEER TUTOR UTILIZATION:
TRAINING OF RESOURCES (KV-TUTOR)

Statement of Purpose

August 27, 1984

At a September 7, 1983 ceremony in the East Room of the White House, the administration announced the kick off of a nation-wide campaign to combat adult illiteracy.

"The goal of this initiative," President Reagan told the education, business and religious leaders at the cremony, "is to wipe out adult illiteracy and sharpen the skills of every American who needs help."

Under the President's Literacy Initiative, the major thrust of the U. S. Department of Education is the promotion of a national awareness campaign to recruit volunteers to work with illiterate adults and encourage private sector support for such efforts.

In response to the Literacy Initiative, the Kansas Adult Basic Education Program formed a task force in 1983 of adult educators representing the various geographic and economic areas of the state. The task force studied the feasibility of implementing volunteer tutors in ABE programs across our state. The result of that study is the Kansas ABE 310-funded project KV-TUTOR.

In the first stages of implementation, KV-TUTOR has identified 10 Kansas ABE programs to participate in the project as model programs as follows:

Coffeyville	Manhattan
Emporia	Newton
Ft. Scott	Overland Park
Garden City	Salina
Independence	Wichita

A volunteer coordinator has been identified by each program and will attend a centrally located eight-hour workshop in September. This workshop will be followed by on-site program visitations by the KV-TUTOR staff who will trouble-shoot, provide resource support, and assist each program's staff in all phases of volunteer tutor implementation. Later in the year, workshops for volunteer coordinators and volunteer tutors will be held at the four Adult Education Service Centers representing the four quadrants of the state.

Joining the September KV-TUTOR Workshop will be a pilot program in the Western Kansas Community College Consortium's 310-project which is designed to provide various delivery systems to serve the rural population in Western Kansas. This ABE program at Seward County Community College will be implementing volunteers and, therefore, will work closely with the KV-TUTOR Project in developing its volunteer pilot project.

The KV-TUTOR Project design will provide a substantial basis for volunteer tutor implementation in each Kansas ABE program and community in our state and is a direct response by Kansas adult basic educators to the President's Literacy Initiative.

INFORMATION SHEET

KANSAS VOLUNTEER TUTOR UTILIZATION:

TRAINING OF RESOURCES (KV-TUTOR)

FY86

"GOALS, OBJECTIVES AND A PLAN OF ACTION"

GOAL: To successfully develop and integrate volunteer systems into existing ABE programs in Kansas.

OBJECTIVES and Plan of Action:

I. FACILITATE THE DEVELOPMENT OF A VOLUNTEER STRUCTURE IN EACH OF 15 OR MORE LOCAL ABE PROGRAMS IDENTIFIED AS PROJECT PARTICIPANTS.

II. ASSIST IN THE IDENTIFICATION OF A PERSON TO MANAGE VOLUNTEERS AND A BACKUP PERSON FOR EACH PARTICIPATING PROGRAM.

1. Actively promote volunteer systems by:

a. sending letters, telephoning, and visiting ABE directors and area coordinators to demonstrate how their program could benefit by using volunteers to extend existing staff, and.
b. assisting directors in the selection of volunteer managers.

III. PROVIDE AT LEAST ONE EIGHT-HOUR MANAGEMENT TRAINING INSERVICE FOR PERSONS IDENTIFIED AS RESPONSIBLE FOR MANAGEMENT OF VOLUNTEERS.

IV. PROVIDE VOLUNTEER TUTOR TRAINING FOR 20 MANAGERS AND THIER BACKUP USING LITERACY VOLUNTEERS OF AMERICA (LVA) READING WORKSHOP.

V. FACILITATE THE RECRUITMENT AND TRAINING OF 200 VOLUNTEER TUTORS.

VI. PROVIDE ADDITIONAL TRAINING AS NEEDED FOR VOLUNTEER MANAGERS AND/OR TUTORS.

A. Develop new training material for management workshop. Training to include interpersonal training as follows:

1. listening skills,
2. problem-solving skills,
3. conflict management skills, and
4. time-management training.

B. Training to include management techniques as follows:

1. recruiting, interviewing, placing,
2. training, motivating, evaluating, and
3. using media and public relations tools.

C. Develop training module segments in the following:

1. LVA Reading Workshop for 1) volunteer tutors and 2) staff and administration using the following:

   a. Language Experience Approach (LEA) method,
   b. sight words,
   c. phonics,
   d. word patterns,
   e. goals/lesson plans (theory and applied, and
   f. READ test.

2. Interpersonal skills for coordinators using the following:

   a. anti-burnout,
   b. networking,
   c. self-development,
   d. handling difficult people
   e. working with hostile colleagues,
   f. dealing with abrasive personalities, and,
   g. keeping aggressiveness under control.

ATTACHMENT D

Fiscal Report

ANNUAL
310 FUND ACCOUNTING

Total 310 Fund Received, 7-1-85/6-30-86 — 310 Expenditures, 7-1-85/6-30-86

$ 37,000.00

	Salaries	Other Expenses	Total
Personnel:			
Administration.....			
Instruction.....	18,417.79	3,700.00	22,117.79
Secretarial.....	5,964.48	2,100.00	8,064.48
Contract Services:			
Consultant(s).....			
Space Costs:			
Rent.....			
Utilities.....			
Equipment:			
Rental/Lease.....			
Purchase.....			
Supplies:			
Printing/Reproduction.....		450.00	450.00
Instructional Materials.....		215.61	215.61
Subscriptions.....			
Adm. supplies.....			
Travel:			
Staff.....	$	3,616.22	$ 3,616.22
Participant.....		385.90	385.90
Consultant.....			
Communication:			
Telephone.....		1,950.00	1,950.00
Postage.....		200.00	200.00
Balance of Funds on hand per this report.....			0

Sponsoring Agency SCHOOL OF CONTINUING EDUCATION

Date 7/24/86

Signature of Project Director/~~Business Manager~~

WP/PSR/5